241 Between September and October, when the tender ears are ready, some are torn loose to prepare atoles and tamales.

Toward the middle of October, when the milpa has reached maturity, all hands proceed to the task of the *dobla*, folding or breaking the stem of the plant so that the ear dries and may later be put into the [462] barn. This is an easy task, in which men, [857] women, and children take part.

The harvest takes place in November and [592] December with the participation of the whole family; it is a joyful task which compensates for all the moments of anxiety in the previous months, when subsistence was [251] scarce. The produce from the milpa is gathered in large nets and later stored in a corner of the house or in some improvised structure nearby. The crop is measured by [804] *zontles*, units of 400 ears, which are formed by counting the ears by fives; two ears are taken in one hand and three in the other until 400 are reached. The family of five [261] members which manages to harvest from [231] 15 to 20 zontles considers itself happy, since that much will last them the entire year, consuming 20 ears a day plus feeding one or two hogs and 10 or 12 chickens.

The milpa also produces various squashes, manioc (*dzinté*), and peanuts, which the Indians call *caxlan-chenek* ('Ladino's bean').

243 Exceptional among the Tzeltal is the cul-184 tivation of wheat in Amatenango. There the small valley and a creek have favored its development.

241 The most important ceremonies take 796 place immediately after planting. They entrust the germination of the seed to the care of God, of the "thirteen holders of Heaven," and of "Tatik Jesucristo." The "thirteen holders of Heaven" refer to the principal saints who are mentioned in the [778] prayers. The ceremonies consist in offer-[782] ings of prayers and incense before the crosses kept in caves belonging to each paraje, and in one *bikit mixa* ('small Mass'), which the cabildos and principales of the

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pounds which they carry in a net bag on their backs with a tumpline. The sand which is mixed with the clay is found nearby. In preparing it for use, the clay has to be chopped with a hatchet and soaked. A temper for cooking pots is made of ground sandstone, called *baš*. This is found near the border of the neighboring town of Aguacatenango, and sometimes Indians of that town bring pieces which they exchange for a soup bowl or other small pottery item.

Variation in the color of the clay—it may be white, white mixed with yellow, true yellow, black, or blue-green—provides the basis for discerning its quality. The white clay is thought to be best since it doesn't break as much in firing. The preferred clay is very soft, and the women test deposits by feeling them with their hands.

The rhythm of work is regular. Children under three years of age climb on their mother's back or lap or sometimes stand by her side nursing. The women do not interrupt their work when this happens, although they may shift their body to accommodate the child. In the organization of work, there is no discussion of what is to be done or who will do it. Orders are given only to the young children. When the women are working, all motions which would require a break in activity are assigned to children who bring unfinished pots to be worked on and shoo away chickens or dogs. The standardization of production rhythm is evidenced in the uniformity in time required for each operation. Timing one potter's production of 10 *apastes* (soup bowls) on two different days, I found that she spent one hour and 10 minutes for each set, an average of 11 minutes per pot. Another woman made a *comal* (platter) in 26 minutes and a second one in 28 minutes. A pair of larger bowls produced by another woman took 15 minutes each.

The continuity in tradition of pottery production stems from a tightly organized behavioral schema with defined units of motion and stages of production. I follow Piaget in his definition of behavioral schema which Flavell (1963:54) has summarized as follows:

> Thus, an action sequence, if it is to constitute a schema, must have a certain cohesiveness and must maintain its identity as a quasi-stable, repeatable unit. It must possess component actions which are tightly

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must announce his arrival at the gate so that the mother can cover the child from view. In this period, the mother sleeps with the child apart from her husband.

Infants remain swaddled in wrapped skirt pieces—the woman's sash is not used after the first fifteen days—throughout the first year of life. Their arms are bound to their sides by kerchiefs crossed over the chest and drawn around the back with the ends tucked in; this makes it easier to carry the child on the back, wrapped in a large carrying cloth. Mothers sometimes lay sleeping infants on their bed when they are working in the house, but much of the time they carry them on their backs.

The child is given corn gruel to supplement nursing during his third or fourth month. Weaning may be consciously done after the child reaches the age of one and a half or two years. If the child persists in trying to nurse, the mother may put chile sauce or draw a face on her breasts to discourage him.

Much of the care of children from two to four years of age is done by elder siblings. Both girls and boys of from seven to ten years of age carry younger siblings in a carrying cloth on their backs, even when playing very active games. They pacify the child by holding a flower or twig for him to chew or grasp, and they usually share with him any cookies or scraps of food they are given.

School is commonly considered the most joyful time of a person's life. There the children, especially boys, make friendships which last throughout life. School recess is a time for unrestrained running, shouting, and laughter such as I have rarely seen in the houseyards when children play together.

In teaching their children how to work, parents are expected to inculcate not only competence but also a sense of the value of work, for industry is one of the most esteemed traits in both boys and girls. Small girls do errands for their mothers from the age of about four years. When a woman is occupied with pottery, she rarely disturbs herself to get needed items, but calls upon her children to fetch a pot which is out of reach or to bring water for the painting. She gives these orders in a quiet undertone, and I have never seen any need to prompt or cajole the child into fulfilling the errand. By the age of ten or eleven, girls begin to make small pots like

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868 857 [323] [312] the larger ones their mothers make, but their products are usually not commercially saleable until they reach the age of marriage. Their responsibility in preadolescence is to bring water from the faucets installed in every other block of the town, and to degrain corn, tend the fire as the *nixtamal,* or corn dough mixed with lime, cooks, and help their mother grind it. The careful assessment of the child's capacity to perform tasks is exemplified by the gradations of water-carrying jars given to each child: the older the child, the larger the jar, with minute variations in scale. The [592] [462] close, usually wordless cooperation between women in a household comes from years of working together and knowing their part in cooperative tasks.

Boys accompany their fathers to the fields after they reach the age of six and when they are not attending school. They do not participate in the work of the milpa until they are eight or older, but they pick up twigs for the fire or gather the wild berries or plants which supplement the diet of [411] [262] the family. They usually carry slingshots with which they kill field rats and birds, which they bring home to cook and eat. Teaching a boy the 868 241 tasks involved in agriculture is consciously undertaken by older brothers or the father when the child reaches the age of twelve or thirteen. The following reminiscence of this training is given by a man who had been brought up by his widowed mother and brother.

159 868 241 *I went to the field with my brother who is eighteen years older than I, when I was thirteen years old. My brother brought me to clean the milpa, saying, "Let us go and you will learn how to work. See what I do and you do the same. You will learn what I do and you can do the same."*

One day I finished six rows. My brother said when he saw my work, "Good, just give a little more soil at the foot of the corn because the little corn must have a little soil. Now you do it well." "Yes," I said. He saw it was good, and he told me, "You have learned your work. You are going to forget it when you enter school. When you come out of school, go do two or three rows of work. When you hear the bell strike, go back to school."

He told my mother that I had learned to work, and she said, "Good you know how to cultivate." I learned to do my work better by going along with my elder brother in his work so that I would not forget.

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621 593 581 794 Familial role requirements must be fulfilled in order for public roles to be undertaken. A man must be married in order to enter into even the lowest posts in the civil and religious hierarchies.

794 556 434 554 Only in the case of the alfereces has wealth ever been a criterion for recruitment. These four officials had to be able to spend 3,000 pesos during their year in office. The heavy expenditures failed to give prestige to the official, and the display of wealth excited envy rather than respect. The result was that people called upon to accept the post had to be imprisoned before they would accept.

554 756 Recruitment to roles in almost all institutional contexts is based on innate qualities; special skills and knowledge are attributes acquired in office or other role positions rather than requirements for undertaking roles. Curers are recruited because they are recognized as having an animal spirit; they learn whatever skills are required after they have been initiated into the profession. The curers' special position in the society rests more on esoteric powers than on esoteric knowledge. Everyone in the community knows the herbs and medicines which are prescribed, and most men can give as comprehensive a taxonomy of illnesses as any practicing curer.

[298]

868 241 [857] [863] Economic roles, though largely undifferentiated for each sex, are consciously learned and transmitted. Boys accompany their fathers or elder brothers to the field at about the age of eight and continue working with them until they reach independence. Observation of behavior alone would seem to indicate an unconscious absorption of the role of agricultural worker, but informants recount episodes in which training in field work was explicitly transmitted by their fathers or brothers, and formal approval of their ability to do the tasks announced to their mothers. Parents express fear that school attendance not only interferes with working in the milpa, but that it will cause the child to forget what he has learned in the field. Regardless of what other tasks a man performs, he thinks of himself as a farmer.

[871]

868 323 Becoming a potter requires an even more explicit training procedure. The fine-linguistic segmentation of each act and movement in the schedule of pottery-making is a clue to the explicit transmission of tasks by the

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805 lating the time of day; when I questioned them as to the hour, they were often as much as an hour off, usually behind.

Most activities are ordered with reference to the Gregorian calendar, but the twenty-day Maya calendrical month, defined as "twenty days or a month" is used in much the same way that we use "a fortnight." The In-
805 821 dians consider the moon to be an uncertain indicator of time, since "she does not walk well." But the moon is important in the culture: people note its different phases and are especially aware of the phase under which a child is born—an important sign for the newborn's future. If a baby is
[856] born at the full moon, he is expected to mature more readily. The full
[787] moon also signifies a propitious time for undertaking certain activities, such as cutting wood for the main posts of a house and cutting palm for the roof.

The Daily Schedule

512 462 Daily activities are organized by traditional economic pursuits. The woman is the first one to rise in the morning. She gets up at dawn, lights
[252] the fire, and sets a jar of water to boil for coffee. She grinds the nixtamal cooked the night before on the stone grinding board, or takes it to the mill
[412] in the center. She then makes tortillas either by hand or with a press; a re-
[177] cent innovation made of two hinged pieces of wood in which the ball of
[178] dough is set between pieces of plastic paper.

The men of the household are served first, followed by the boys; the
[264] women and girls eat last. As soon as they have eaten, the men and boys who have finished the required three years of schooling go out to the
[481] fields to work. They walk single file even in the streets of the town, the fa-
[482] ther preceding his sons. Each carries a machete, net bag, tumpline, and
[411] sheepskin back-protector if he plans to carry any loads. Many bring shot-
[224] guns as well in order to hunt for field rats, raccoon, or the burrowing animals they find in the fields.

After the men leave, the women go to the porch and "seize their work."
[857] The children go to school, which begins at eight-thirty in the morning
[872] and continues until five o'clock in the evening. They return home for
[264] lunch, a meal of tortillas, coffee, and sometimes beans or chayote when it is in season.

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Women work steadily at making pottery. Older girls help with household tasks from the time they are six in order to permit their mothers to make pottery. They bring the water from the faucets installed at every other corner of the streets in the center, degrain corn, and when they are about ten years of age assist in grinding corn or bring the cooked corn to the mill. In three-generation families, the older woman tends to the tasks of preparing the meals while the younger women make pottery.

The men work uninterruptedly at agricultural tasks, taking only a noon break to eat a lunch of tortillas, coffee, and sometimes beans. During periods of intensive activity, women or children bring a hot lunch to the fields. At about three-thirty they return home, sometimes stopping to collect firewood along the way. When they arrive home, there are no greetings. They deposit their loads of harvested crops, firewood, or *zacate* (leaves and grasses to pack pottery). The children pick these up and bring them into the kitchen with no words spoken. The men sit on the bench of the porch, sometimes assisting their wives with degraining, and "rest their heart" until supper is served about six o'clock. The final task of the day is cooking the nixtamal for the following day's meals. The family retires about eight o'clock.

The weekly scheduling of household celebrations indicates the thorough absorption of the Catholic calendar into the social schedules of the town. The choice of Saturday and Sunday for most household celebrations is geared to a week in which Sunday is a day of rest.

Other significant days of the week are Thursday and Friday. Thursday is thought to be the day when "the earth is open." House curing fiestas are scheduled on this day since the earth of the house floor can receive its gift of liquor. This is also the appropriate day to visit the caves to ask for crops and cattle, or to make payment with candles. Friday has a sacred quality because of the crucifixion, but except during Holy Week and Lent the townspeople ignore any proscription on eating meat.

The Annual Cycle

The annual ceremonial cycle of religious rituals and life crisis events establish the pattern by which the people schedule their economic activities. Since the township gained dependence in 1931, there is no forced labor on

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876 them a mirror, tells them what it is called, and lets the children look at themselves in it. About one-fourth of the class responds. She pastes a picture on the blackboard of a man carrying a valise accompanied by a dog and a boy. She asks what each object is called in Spanish and practices the name of the object with the whole class. Visual aids are pictures cut from coloring books or magazines, things she draws on the board, as well as articles from a box stored in her desk including a comb, mirror, glass, flag, color wheel, cut-outs of a boy, girl, chair, table, bear, soldier, flower, and leaf. After practicing the names of each, she stands in the back of the room and tells different children to bring the various objects to her. After drawing two ducks on the board and getting no reaction from the children when she asks them the name, she tells them and then leads them in practicing it.

She asks them the name of the town, of the school director, of the school, and when they fail to respond, she tells them and has them repeat the words over and over.

She leads the class in about five different songs she has taught them. The number of children who know the songs varies from one-fourth to three-fourths, with about one-fifth never singing. Some attempt a word every once in a while. She sings the elephant song, which most of them know and which utilizes their knowledge of numbers from one to five. Twice, when a few children begin to sing on their own initiative, she tells them to be quiet. She asks them, "Do you like to sing?" and all respond, "Yes, teacher."

The teacher seldom smiles at the children. As they leave the room in single file, she rebukes any who attempt to run out or pair with another.

[857] *Recess.* Two boys are fighting and three others join with one of them. The one who has been ganged up on finally gets away, and they do not chase him. Boys around ten years old play keep-away with a ball on their own initiative. There isn't much teamwork. Often one boy will get the ball and run with it, the other boys after him. Finally he will throw it to someone or someone will take it away from him. The girls sit in groups, sometimes embroidering or knitting. Some boys just stand by watching those who are playing.

In the classroom after recess. The teacher shows the color wheel and asks the names of the colors to which she points. A couple of girls put their hands in their ears while the class is reciting. When the teacher asks for a volunteer to hold the color wheel in the demonstration, approximately twenty out of the fifty-four children raise their hands. One little boy in the back pays

855 862 883 the elder child, except that they allow the child some freedom to run around the sitio, or go outside the sitio with other adults in order to go visiting.[1]

The adolescent children, especially those going to school, have complete freedom of movement within the community. They are sent to visit their grandmothers, to deliver little presents, or they are sent to ask for borrowed things. They also bring news and gossip back and forth between households. Their role as [585] messengers is sometimes formalized, as during weddings when children are sent ahead to announce the arrival of the bride, and her family, to the groom's household.

857 868 562 Pre-adolescent girls have the responsibility of caring for their younger siblings, and are initiated into the woman's work at an early age. They are trained by their mothers in making tortillas, carrying water, sweeping and sewing. They can go visiting on their own, and play outside the home with other girls before and after school, if they are regular school goers.

882 562 [291] After the first menstruation (and sometimes a little before if they show signs of maturity), they change from the light cotton skirt into the traditional dark blue nagua (tubular skirt) and red faja (sash), and are considered marriageable (solteritas or tek' el). At this point, they are expected to stay within the homestead grounds, except if they are told to bring water or if they go with compañía (company) to the afternoon rezo (praying

[1] In extreme cases, when the elder child shows extreme signs of distress (crying long hours and refusing to eat anything), it will be given to a woman relative living in other household, usually the paternal grandmother or a married sister without children. This, however, is extremely rare.